

4 month reporting date 7/30/07 received 9/07/07
8 month reporting date 11/30/07
12 month completion date 3/30/08

Hoven School District Improvement Plan/Progress Report Form

Principle Three: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:17. Consent. "Consent" means that the parents have been fully informed in the native language or another mode of communication of all information relevant to the activity for which consent is sought in the native language or another mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought; the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by the parents is voluntary and may be revoked in writing at any time. If a parent revokes consent, that revocation is not retroactive (i.e., the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked).

Through interview and a review of student records, the monitoring team identified one student who received a transition evaluation prior to the written prior notice/consent. The written prior notice/consent for another student was not obtained for a hearing evaluation.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will obtain written parental consent before conducting a first-time evaluation, and reevaluation and ensure all areas of concern on the prior notice are evaluated.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

All initial evaluations, and reevaluations conducted by the district will have written parental consent prior to conducting the evaluations, and administrative evaluate all areas noted on the prior notice.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline
for
Completi
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**Person(s)
Responsibl
e**

**Record Date Objective was
Completed**

4 month reporting date 7/30/07 received 9/07/07
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 12 month completion date 3/30/08

<p>1. What will the district do to improve? Technical Assistance will be provided to special education staff on prior notice consent procedures.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients. In addition; the district will submit written procedures, which will ensure consent is acquired for all evaluations conducted.</p>	<p>August 1, 2007</p>	<p>Special Education Staff, and Director</p>	<p>(completed by SEP) MET 9/07</p>
<p>Please explain the data (4 month) Technical assistance was provided to all district and cooperative staff on August 14, 2007 by Chris Sargent. Hoven staff that were present included Cheryl Berndt-Beil (ECH), April Hobert, (Special Educator) and Julie Kramer (SLP). Every issue in the IPPR was addressed as well as the correct procedure to follow to avoid future non-compliance. The following procedure will be implemented to ensure that consent is received for all evaluations conducted:</p> <p>1. The evaluation team members will complete/review the prior notice/consent document to ensure that all of the needed evaluation areas are listed on the document.</p> <p>2. When written consent is received by the district, a copy of the prior notice/consent will be provided to each person responsible for conducting evaluations listed on the consent. All individuals responsible for conducting evaluations have been informed that the only areas that may be assessed are those for which consent has been obtained.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle Five: Individual Education Program

4 month reporting date 7/30/07 received 9/07/07
8 month reporting date 11/30/07
12 month completion date 3/30/08

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Each student's individualized education program shall include:

- (1) A statement of the student's present levels of educational performance, including;
 - a. How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); or
 - b. For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities.

In student file reviews, present levels of academic achievement and functional performance did not consistently contain the required content (i.e., to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum). Parent input was consistently included. File reviews and staff interviews indicated a need to expand skill based/functional assessments to acquire the skill-based information to develop present levels of academic achievement and functional performance for students eligible for special education services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that student's IEP, Present Levels of Academic Achievement and Functional Performance contains required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Student's IEP, Present Levels of Academic Achievement and Functional Performance (PLAAFP) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the agency do to improve? All IEPs will have the required content in the "Present Levels of Academic Achievement and Functional Performance (PLAAFP)". Special education teacher(s) and or therapist will develop a PLAAFP for each skill area they address on an IEP. It will state the specific skill affected by the student's disability, it will include the student's strength(s) and needs in the specific skill, and how the disability affects the student's involvement and progress in the general curriculum or for preschool students, as appropriate, how the disability affects the student's participation in appropriate activities. It will also include input from the parent.</p> <p>What data will be given to SEP to verify this objective? The district 's special education director will spot check two student IEPs from each special education teacher for PLAAFP content requirements. Total number of special education teachers and number of files reviewed along with findings will be reported to SEP.</p>	<p>August 1, 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>MET 9/07</p>
<p>Please explain the data (4 month)</p> <p>Two student IEPs that were written since the date of the on-site were reviewed from the ECH teacher, Speech/Language Pathologist and the Special Education teacher. All six PLAAFP's reviewed for the 3 teachers stated the specific skill affected by the disability, the student's strengths, needs, how the disability affected the student's involvement and progress is the general curriculum/activity and parent input.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Principle Five: Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.

In one student file reviewed, behavioral assessment and present levels of performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEP for this student, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

When a student's behavior impacts his/her educational performance the district will ensure a behavior intervention plan is written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels

All students who whose behavior impacts his/her educational performance will have a behavior intervention plan written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

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<p>1. What will the district do to improve? When a student's behavior impacts his/her educational performance the district will write a behavior intervention plan, which addresses strategies, including positive behavioral interventions and supports to address the behaviors.</p> <p>What data will be given to SEP to verify this objective? All student IEPs with behavior concerns will be checked by the special education director. The total number of IEPs reviewed and the number of IEPs with behavior concerns that were addressed appropriately under the Consideration of Special Factor section will be submitted to the SEP.</p>	<p>August 1, 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>NOT MET 9/07</p>
<p>Please explain the data (4 month)</p> <p>The total number of IEPs reviewed of students with behavior concerns was 3. Of the 3 files of students with behavior concern, 2 were addresses appropriately under the consideration of special factors section of the IEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 5: Individual Education Program

4 month reporting date 7/30/07 received 9/07/07
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12 month completion date 3/30/08

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD: 24:05:27:01.03 Content of individualized education program,

ARSD 24:05:28:02 Continuum of alternative Placements

The IEP must address the justification for placement. This statement must include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.

In student file reviews, IEPs did not provide an explanation of the extent, if any, to which the child would not participate with non-disabled children in the general classroom. For example, "General classroom with modification was accepted by the team because it will allow___ to remain in the general classroom for instruction and also receive additional one-to-one assistance in the resource room and speech room.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures all IEP contain the required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are eligible for special education services will have IEPs that contain all required content.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective
was Completed**

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<p>1. What will the district do to improve? <i>Staff will review the Technical Assistance document given during the state review and if needed contact the Special Education director for additional assistance regarding justification for placement and how to write the statement for students on an IEP.</i></p> <p>What data will be given to SEP to verify this objective? <i>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</i> <i>In addition; two students IEP(s) from each Special Education teacher will check by the special education staff/director for appropriate justification statements. The total number of IEPs reviewed and the number of IEPs with justification addressed appropriately will be submitted to the SEP.</i></p>	<p>August 1, 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>MET 9/07</p>
<p>Please explain the data (4 month)</p> <p><i>Technical assistance was provided to all district and cooperative staff on August 14, 2007 by Chris Sargent. Hoven staff that were present included Cheryl Berndt-Beil (ECH), April Hobert, (Special Educator) and Julie Kramer (SLP). Every issue in the IPPR was addressed as well as the correct procedure to follow to avoid future non-compliance.</i></p> <p><i>Three staff reviewed 6 justification statements. 6 of 6 statements were addressed/written appropriately.</i></p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Principle 5: Individual Education Program			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:27:01.03 Content of individualized education program (IEP)</u> A student's IEP must contain a statement of the student's special education and related services provided to the student. The student's IEP must also indicate the location of those services.</p> <p><u>Initiation, Frequency, Location and Duration of Services 300.320 (a)(7) Comment</u> What is required is the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP.</p> <p>Student file reviews indicated a description of the child's special education service was not consistently provided to give parents a full explanation of the makeup of services. For example; several files state, "special education services" In these situations, the parents have not been given enough information to ensure parents have a clear understanding of the services being provided.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures all IEP contain the required content.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.</p> <p>All students who are in need of special education services will have a description of the special education service documented on their IEP</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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<p>1. What will the district do to improve? Technical Assistance will be provide to special education staff on how to document on IEPs a description of the child's special education service(s).</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p> <p>In addition; two students' IEPs will be checked by the special education staff or director for the appropriate description of the child's special education services. The total number of IEPs reviewed and the number of IEPs with an appropriate description of the child's special education services will be submitted to the SEP.</p>	<p>August 1, 2007</p>	<p>Special Education Staff and Director</p>	<p>(completed by SEP)</p> <p>MET 9/07</p>
<p>Please explain the data (4 month)</p> <p>Technical assistance was provided to all district and cooperative staff on August 14, 2007 by Chris Sargent. Hoven staff that were present included Cheryl Berndt-Beil (ECH), April Hobert, (Special Educator) and Julie Kramer (SLP). Every issue in the IPPR was addressed as well as the correct procedure to follow to avoid future non-compliance.</p> <p>Three staff reviewed 6 justification statements. In 6 of 6 IEP reviewed, the description of the child's special education services were properly documented.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Principle 5: Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03(1) Content of individualized education program (IEP) and ARSD 24:05:27:13.02 Transition Services

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The monitoring team concluded transition assessments are completed; however, the information collected from a student survey is limited and was not documented in student's present level of academic achievement and functional performance (PLAAFP). The PLAAFP for the transition areas (employment, education or training and independent living) should be based upon the functional (skill specific) assessment information. The PLAAFP lacked the student's strengths, weakness/needs regarding school to secondary activities; therefore, the IEP lacked a coordinated set of transition activities.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

Transition plans for all students who receive special education services will be a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? Technical Assistance from the district regional liaison representative will be provided to special education staff on transition procedure for students on an IEP. The technical assistance may be via phone and e-mail. What data will be given to SEP to verify this objective? The district will submit to SEP the date, time and the recipients of the technical assistance.	August 1, 2007	Special Education Staff and Director	(completed by SEP) MET 9/07
Please explain the data (4 month) Cindy Kirschman, transition liaison, provided technical assistance to April Hobert, Special Education teacher on 4-23-07 regarding transition assessment, reports, and transition components of the IEP. April Hober and her teacher assistant attended "Transition in Action" Summer Institute, on June 4th through the 8th. Cindy Kirschman met with April again on July 23rd, 2007 to review institute assignments and discussed various transition topics.			

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Please explain the data (8 month)

Please explain the data (12 month)